Assessment Inventory

Department/Program

- Assessment Practice --- Frequency of use --- Purpose of assessment --- How it is used

Accounting

- Meetings with employers of graduates --- Each semester --- To determine if accounting graduates meet the needs of firms that employ them --- Employer feedback is one of several inputs used to modify the program as the needs of the profession have changed
- Alumni survey --- Approximately every 5 years --- To ensure that the accounting program & course sequence are meeting needs of alumni --- Input used to adjust the program mix as necessary or desirable
- Review performance of accounting graduates on professional exams such as CMA or CPA --- Annually --- To determine how well our accounting students do on professional exams compared to their peers --- Input to adjust program mix as necessary or desirable
- Comparison of program to other UW System schools and other programs recognized for their high quality nationally --- Approximately every 3 years --- To ensure that our program keeps current with changes in the profession and maintains quality --- Adjust program mix; justify needs for staff with particular areas of expertise within accounting

Advising and Career Exploration Services

- ACES survey --- Every April --- To address needs of undecided student population --- Given to all former ACES students who have declared majors (within the academic year) and to all current undecided students; we also are interested in where our students go after they leave undecided status: the majors that are most popular with this group

Admissions and Enrollment Management

- Campus Visit Program --- 3 days a week --- To provide a benchmark --- To better serve our clients
- High School Visit Program --- Every 3 years --- To provide a benchmark --- To find out whether we are effective in recruitment
- Publications Department Focus Groups --- Every 2 years --- To provide a benchmark --- To ascertain effectiveness in meeting client needs
- Enrollment Management Reports --- Weekly, monthly, and yearly --- To measure effectiveness --- To see how we met goals
Agriculture, School of

- Survey of alumni between 3-6 years post-graduation --- Once every 3 to 5 years (first survey was completed 2 years ago) --- To determine the effectiveness of agriculture programs with alumni that have the benefit of maturity and hindsight - -- This allows for an understanding of the effectiveness of meeting the objectives of programs in the School of Agriculture beyond current enrolled students; course content and programs will be evaluated based on alumni feedback
- School of Agriculture capstone course: Resolving Agricultural Issues --- Offered once per academic year --- To provide the opportunity for senior level students in agriculture to identify and apply knowledge, critical thinking, and reasoning skills obtained from course work to real-life situations often seen in agriculture --- It will be used to determine weaknesses and strengths of program areas and where modifications are necessary to enhance oral and written communication skills
- Voluntary student course evaluation survey --- Each semester --- To gain information regarding the strengths and weaknesses of every course taught in the School of Agriculture --- Individual courses are modified where change has been indicated to enhance the course
- Voluntary Senior exit interview with the Director of the School of Agriculture --- Each semester --- To explore the weaknesses and strengths of individual programs --- Comments and opinions of graduating students are useful in modifying programs to better suit the needs of today's graduate
- Agricultural Advisory Board meeting --- Each semester --- To help evaluate curriculum and programs to determine if it is educating students to meet the needs of the agriculture sector --- Programs and curriculum are modified or changed to meet the needs of the agricultural industry
- AgBusiness Senior focus group by AgBusiness Faculty --- Annually --- To determine the effectiveness of meeting Ag Business program objectives --- Course sequence and content will be evaluated for change based on the consistency of the senior focus group responses in an area discussed
- Course portfolio review --- Annually (2-3 courses per year by faculty within the major specific to those courses) --- To improve courses and coordinate subject matter taught within disciplines --- Course material and subject matter is peer reviewed by faculty teaching within the major to gain an understanding of what is taught in each course and to coordinate other course content and student learning; it would help in reducing repeating subject matter from course to course and keep course content current
- Examine graduate placement rates --- Each semester prior to graduation --- To determine the number of graduates in each major, position titles, geographic location of employment, and salary information if possible --- Although the economy drives job availability, graduation placement rates help to determine the effectiveness of the agriculture programs and demonstrate how the School of Agriculture is meeting the needs of industry and indirectly indicate the strengths or weaknesses of a particular program; changes will be made to ensure graduates are competitive in seeking employment
Graduate School/Veterinary School admission rate --- Each semester beginning Fall 2002 --- To maintain a record of graduates pursuing advanced degrees and acceptance into graduate and veterinary schools --- It measures the effectiveness of our programs and reveals how well our students are accepted into post-undergraduate programs; changes in curricular content or programs will be implemented, if needed

Employer evaluation of School of Agriculture interns --- 2 times per semester or summer session --- To determine the performance level of the intern for an entry-level position in the company --- It measures the effectiveness of our programs and reveals how well our interns are prepared for the work force; changes in curricular content or program of study are used to correct deficiencies

Athletics

- Gender Equity study --- Every 2-3 years --- To review department's compliance with Title IX --- Allows us to determine progress/compliance with Title IX regulations
- Student-Athlete G.P.A. --- Annually --- To keep record of how student-athletes are doing academically --- Allows us to provide overall data regarding our student-athletes success for recruiting, publicity, as well as establish a standard to meet/exceed
- Participation reports --- Annually --- To keep record of student-athlete's participation --- Allows us to determine if we are providing adequate opportunities for men and women students at UWP
- Program assessment --- At the conclusion of each sport season, with an annual composite --- To determine strengths and areas of concern --- A composite score by sport is tabulated for each category and at the end of the year a department composite is tabulated for all non-sport specific areas; results are used to improve and/or continue current programs and support services

Biology

- Writing Proficiency --- After sophomore year --- To meet departmental & college requirements --- Monitor the writing skills of our majors and remedy writing skills deficiency, if needed
- Senior exit interview --- Once/Semester --- To receive feedback on our program, course offerings, content and effectiveness in teaching and advising --- Identifies strengths and problem areas allowing for implementation of curriculum and program revision if necessary; also allows us to track graduate placement and get contact information for future tracking of alums
- Placement rate --- Every Semester --- To keep track of our placement rate --- Indicates competitiveness of students stimulating program changes if necessary
- Alumni survey --- Personal contact --- To receive feedback, especially strengths or weaknesses of our program --- Identifies strengths and problem areas allowing for implementation of curriculum and program revision if necessary. Also allows
us to track graduate placement and get up to date contact information for future tracking of alums
• Intra-departmental program & course assessment --- Every two years --- To use other assessment data to re-evaluate the entire biology program course content for undergraduate and graduate catalogs --- Make changes in program and course content in order for the program to stay current and competitive
• Graduate School admission rate --- Every year --- To keep a record of our graduates pursuing graduate degrees and their acceptance to graduate schools --- Measures the effectiveness of our program in preparing graduates for graduate school stimulating program change if necessary
• Advisory Council --- Once/semester --- To identify strengths and problem areas and suggest means of improvement --- Council members in biology related occupations give advice and feedback on program and curriculum

Business Administration

• ETS Major Field Exam in Business (8 areas) --- Given each semester since 2000 to students in BSAD 4840, the capstone course. One prior administration in mid 1990s --- To determine how UWP graduating seniors in business compare to graduating seniors at 285 schools nationwide --- Actions to increase coverage of certain topics, try additional instructional methods in subject areas in which performance of seniors is not above average or is below performance of UWP seniors in prior year
• Exit survey --- Given each semester since 2000 to students in BSAD 4840, the capstone course --- To obtain feedback re: perceived value of curriculum to graduating seniors --- Input to curriculum review and revision process
• Alumni survey --- Approximately every 5 years; being developed in F02 --- To determine if program and course sequence is meeting needs of alumni --- Input to curriculum review & revision process
• Meeting between chair and officers of department student organizations --- Each semester --- To obtain student feedback re: program --- Input to curriculum review & revision process
• Meetings with employers of graduates who interview on campus --- Each semester --- To ensure that BSAD graduates have the skills and abilities to meet employers needs --- Input to curriculum review & revision process
• Compare curriculum to that of UW System peers & 24-institution CUPA peer group --- Approx. every 3 years or when considering major changes in core or emphasis courses --- To make sure program remains appropriate & current --- Adjust program mix

Center for the Arts / Nohr Gallery

• Audience Satisfaction survey --- Randomly, every couple of months --- To gauge audience satisfaction in CFA programs and service --- suggestions are evaluated and legitimate concerns/ideas implemented where possible
• Marketing Impact study --- With every ticket purchased, when each ticket is sold -- To choose where to spend money to advertise in the most effective method, thus making more of an impact --- The patron is asked how they found out about performance, this is then coded in the ticket sales program according to the method
• In-depth marketing/satisfaction survey --- Once a year --- To get more qualitative response about CFA programs, services and marketing influences; the survey form used allows for more responses --- Suggestions are evaluated and legitimate concerns/ideas and market strategies implemented where possible
• NOHR comment book --- Ongoing --- To gauge customer satisfaction in gallery exhibits --- Suggestions are evaluated and legitimate concerns/ideas implemented where possible

Children's Center

• Family Questionnaire (developed by the National Association of Early Childhood Programs) --- Annually --- To obtain valuable information from the families we serve about the quality of our program --- Program goals are established and improvements are made (if possible) based on the parent feedback provided by the questionnaire

Civil/Environmental Engineering

• Alumni survey --- Annually --- To measure the effectiveness of our program and implement changes in curriculum --- Part of continuous process of evaluating/improving program
• Employer survey --- Annually --- To measure the effectiveness of our program and implement changes in curriculum --- Part of continuous process
• Employer of Co-op Students survey --- Each semester --- To measure the effectiveness of our program and implement changes in curriculum --- Part of continuous process
• Fundamentals of Engineering Exam --- Each semester --- To measure the effectiveness of our program and implement changes in curriculum --- Part of continuous process
• Senior exit survey --- Each semester --- To measure the effectiveness of our program and implement changes in curriculum --- Part of continuous process
• Senior Design Project Client survey --- Each semester --- To measure the effectiveness of our program and implement changes in curriculum --- Part of continuous process

Clinical Experiences

• G.P.A. (3.00 Elementary, 2.75 Secondary/Middle) --- All student-teachers must meet the G.P.A. requirement to be admitted to Student Teaching --- To measure competency in meeting SOE and DPI requirements --- Raises consciousness of
students regarding importance of academic performance and insures better quality teachers

Communication Technologies

- Graduate placement rate --- Continuous --- To monitor the market demand for graduates --- Reviewed by faculty for potential advising improvements
- Advisory Council --- 2 times annually --- To determine necessary and preferred program changes --- Reviewed by faculty for potential program improvements
- Program Specific alumni surveys --- Annual --- To discover alumni opinion on program-related topics --- Reviewed by faculty for potential program improvements
- Senior Seminar exit interview and capstone course --- Fall and Spring semesters --- To determine student perspective on programs and potential changes --- Reviewed by faculty for potential program improvements
- WSUP Disc Jockey Exam --- Required of all disc jockeys --- To measure technical and operational knowledge --- Reviewed by faculty for potential program improvements
- Employer evaluation of interns --- Two evaluations of interns --- To measure student (intern) performance --- Course content and program review
- Employer evaluation of internship program --- Annual --- To determine concerns and opinions of program --- Reviewed by faculty for potential program improvements
- Computer Competency Exam --- Twice in Fall and Spring semesters --- To determine skill level and course selection for Comm. Tech. majors --- Courses can be geared to meet student need

Computer Science and Software Engineering

- Employer feedback --- To solicit information about graduates from their employers --- With the feedback from employers we have changed the program as the needs of the profession have changed
- Advisory Board --- To make sure our curriculum is current --- This field changes very rapidly and we want to make sure that our curriculum reflects those changes
- Graduating Senior survey --- Every semester --- To make sure our curriculum is current

Counseling Services

- Effectiveness of Counseling assessment --- Every 2 years --- To measure the effectiveness of the counseling process for individual clients --- The results give Counseling Services an on-going check on the helpfulness of our service
- Student Evaluation of Services --- Every 2 years (opposite years from above) --- To measure our clients' satisfaction with our services --- We use the results to make a variety of changes within our department
• UWP Student Needs Analysis --- Every 4 years --- To identify the current issues that students are concerned about --- We use the results to focus our outreach and psycho-educational efforts
• Faculty and Staff Perceptions of UCS survey --- Every 3 years --- To measure the level of awareness of faculty and staff about our services, their impression of the quality of our services, and indirectly to inform faculty and staff about our services --- Results guide us in determining if additional outreach is needed and what areas that we need to focus on
• UWP Student Alcohol and Drug Use survey --- Every 2 years --- To measure the level of drinking and drug use by UWP students --- Results help to evaluate the effectiveness of our AODA education efforts and indicate possible areas of concentration for the future
• Departmental self-study --- Every 5 years --- To measure numerous aspects of our entire department against national standards --- Results provide objective feedback on our service and are used to identify certain goals for emphasis and improvement

Distance Learning Center

• Student Services survey --- Administered annually --- To obtain feedback for programs and the Distance Learning Center for continuous improvement --- Make changes in policy, process, and/or directions where feasible
• Graduation/Exit survey --- Administered when a student graduates from (or becomes inactive in) a program --- To obtain feedback for programs and the Distance Learning Center for continuous improvement --- Make changes in policy, process, and/or directions where feasible
• Class Management System survey --- Administered each semester --- To obtain feedback for the Distance Learning Center for continuous improvement in the areas of admissions, registration, testing, textbooks, support services, etc. --- Make changes in training and orientation for students using the software; make recommendations to companies for changes to the software
• Student Advisory Board --- Monthly meetings --- To obtain feedback for the Distance Learning Center on current policies, projects, processes --- Used as focus and review group when developing new items
• Class Withdraw survey --- Administered each semester --- To obtain feedback for Distance Learning Center and departments as to reasons classes are dropped --- Review polices and processes that area identified as reasons for dropping courses
• Review of guidelines and best practices of Distance Education Training Council - -- Annually --- To identify new policies, trends, and benchmarks in distance education --- Used as a benchmark for making appropriate changes in policy, procedures, and processes in the Distance Learning Center

Economics

• Economics Indicator --- Each semester --- To test for upper-level thinking as well as recall questions
- Senior Seminar papers --- Every year --- To assess improvement in economic analysis and critical thinking skills over time

Engineering Physics

- Student assessment of courses --- Semester --- To find out how the students perceive the coverage of program outcomes --- Feedback to instructors and dept. to improve coverage of program outcomes in courses
- Faculty review of course files --- Yearly --- To find out how the EP faculty perceive the coverage of program outcomes --- Feedback to instructors and dept. to improve coverage of program outcomes in courses
- Faculty review of oral presentations --- Yearly --- To evaluate oral communication skills of our majors --- Ensure our majors are effective speakers when they graduate
- Exit surveys of graduating majors --- Semester --- To find out how the graduating students perceive the effectiveness of the program in preparing them for a career --- Identify weaknesses and strengths in the program
- Survey of EP alumni (2 and 5 yr) --- Yearly --- To find out how our graduates perceive their preparation for their jobs --- Identify weaknesses and strengths
- Survey of employers (of 2 and 5 yr. alumni) --- Yearly --- To find out how supervisors perceive the preparedness of our graduates --- Identify weaknesses and strengths
- Cooperative Education Reports --- Yearly --- To assess writing skills of some of our students and find out how supervisors view the preparedness of our students --- Identify weaknesses and strengths

General Education

- Basic Skills assessment --- Every other year --- To establish benchmark results in certain Basic Skills Areas --- ACT-CAAP (Collegiate Assessment of Academic Proficiency) exams are given in Mathematics, Writing, and/or Critical Thinking
- Course assessment --- Every year (20% of all Gen. Ed. courses offered) --- To assess the degree to which General Education courses meet the standards set by the university --- The Academic Standards Committee reviews course portfolios submitted by instructors of General Education courses to the General Education Director; a report on the assessment is submitted to the UUCC and the Faculty Senate
- UUCC General Education discussions --- Approximately 6 times per school year --- To provide a forum for faculty discussion of issues of General Education and the university standards --- The UUCC alternates its monthly Business Meetings with these General Education discussions

General Engineering

- Fundamentals of Engineering Exam --- Twice a year --- To determine if graduates have the skills to qualify for licensing, to track placements in the professional
programs, to keep records for ABET accreditation --- Make updates in program
and course content in order for the program to stay current; measure effectiveness
of the program and implement changes when needed
- Matriculation into professional programs --- Ongoing --- To determine if
  graduates have the skills to qualify for licensing, to track placements in the
  professional programs, and to keep records for ABET accreditation

Geography/Geology

- Writing Proficiency --- Most courses, including all 300/400 level courses --- To
  improve the writing and research capabilities of students --- This improves the
  student's ability to communicate in a written format; and allows students to be
  exposed to new and developing concepts in geography and to better compete in
  the job market
- Senior Seminar in Geography --- Every three or four semesters, depending on
  demand --- To assess the competence of students in geographic thought,
  methodology, and research; in addition, it is used to assess if the student meets the
  standards of a Bachelor's degree in Geography by having them implement and
  carry out a primary research project --- Requires both students and faculty to be
  familiar with new and developing research techniques and new developments in
  the geographic literature
- Rates and type of placement --- When the student finds employment or enters
  graduate school, and when we analyze job listings --- To see to what degree the
  Geography/Geology program has adequately prepared our students to compete in
  the job market --- Helps to define and focus course offerings and the structure of
  our curriculum
- Continuing contact with graduates --- Periodically --- To tap into the experience
  of our graduates who have worked in the job market for as period of time and
  solicit their observations about the current and projected future requirements in
  careers related to Geography/Geology --- Helps to define and focus the structure
  of our curriculum

History

- Writing Proficiency Exam --- Every junior History major must take it --- To
  determine the student's ability to read historical literature, assess it, and write
  about it clearly --- It helps us monitor our classroom performance and the level of
  our assignments, and also to assess trends in the abilities of our students

Industrial Engineering

- Student portfolios --- Reviewed by academic advisor once per semester --- To
  demonstrate the student's achievement of the IE Program objectives --- The
  portfolio provides evidence that program objectives have been met successfully
  by the student
• Alumni surveys --- Every year --- To obtain information on employment status, job responsibilities, and professional development activities of alumni --- Any indication that alumni feel unprepared or any comment regarding weakness in the program is seriously considered by the faculty

• Employer surveys --- Along with the alumni survey --- To allow employers to comment on strengths, weaknesses, and suggested improvements for the engineering education available at UWP --- Any trend in employers indicating poor preparedness is cause for concern

• Exit questionnaires --- Just prior to graduation --- To ask students to rate the curriculum's success in providing opportunities in various areas --- Trends and negative ratings are considered seriously; comments are also considered on an individual basis

• Statistical data (placement rates, average starting salaries, Fundamentals of Engineering Exam scores, etc.) --- As the data becomes available --- To make general statements about graduates of the IE program --- With this information, it is possible to compare graduates of UWP with those of other engineering schools

• Project Sponsor evaluations --- Whenever a student design project is completed --- To observe trends in the quality of students’ abilities --- Evaluations indicate that sponsors are satisfied with the performance of student teams

• Employer assessments of academic preparation --- After one month of employment, at the mid-point, and at the end of a cooperative education experience is completed --- To give employers the chance to rate the preparation of the student --- Students are rated on items directly related to ABET graduation expectations

Industrial Studies

• Accreditation by the National Association of Industrial Technology --- Every 6 years --- To achieve national accreditation for all of our Industrial Technology Management Programs --- The results are used to make curricular and other types of modifications as needed; also provides suggestions for innovations as well

• Graduate follow-up studies --- Every other years and some every 6 years --- To do assessment for accreditation --- The results are used to make curricular and other types of modifications as needed; also provides suggestions for innovations as well

• Industrial Advisory Council --- Twice a year --- To find sources of information and improvement --- Provides assistance in program and laboratory improvement and is a course of internship and placement opportunities

• Placement rates --- Each year as provided by the Placement Office --- To evaluate the effectiveness of the programs as viewed by the clients we serve --- Used in recruitment of new students and for curriculum evaluation

• Internship Program review --- Every semester, including Summer --- To evaluate program and students who are working in the field

Information Services (Office of Information Technology and the Karrmann Library)
• OPAC evaluation form --- Irregular --- To get user input into the NOTCS OPAC system --- Used by many UW-System libraries to help select databases which will be provided
• Library questionnaire --- Every 3 years --- To get user input on quality of Library services, facilities, and collections --- Determine what the main use of the Library and its collections is and where the strong and weak areas are
• Administrative statistics from Library Automation System --- Continually
• Bibliographic Instruction evaluations --- From one session per semester to all sessions of the semester depending on the Librarian --- To determine strengths and weaknesses in instruction practice --- Better teaching
• Library Suggestion Box --- Always available --- To provide a vehicle for any concerns --- Feedback about collections, staff, facilities, copying; also to provide a "vent" for frustrated users
• Request for evaluation of service for database searches --- Continually --- To determine satisfaction with service --- Help give specifics for improvement

Institute for Study Abroad Program

• Study Abroad Program evaluation form --- Each semester, all study abroad programs --- To gather student assessment of housing placement, cultural visits, and field trips and enable students to process heir experience --- Student responses are scrutinized for information that can help us improve our programs; Xerox copies are provided to on-site directors and accommodations officers
• Student Evaluation of Accommodation and Co-curricular Activities --- Each semester, Seville Program --- To gather student assessment of housing placement, cultural visits, and field trips --- Student responses are studied by the student affairs director in Seville and the director in Platteville
• Student Evaluation of Accommodation --- Each semester, London Program --- To gather student assessment of housing placement --- Student responses are studied by accommodations officer in London
• Student Evaluation of the Required Course --- Each semester, London Program --- To gather student assessment of the mandatory history course: Britain Transformed, 1790-1990 --- Student responses are studied by the two instructors in this course taken by all students in the program
• Accommodation Evaluations, course evaluations, all-program evaluations, evaluations of field trips and special students --- All four each semester on-site in Nagasaki, Japan --- To gather student input on all facets of our program --- Student responses are studied by on-site director and appropriate faculty and staff

Mathematics

• ACT-CAAP --- Every 2 years --- To assess mathematical competency among rising juniors at UW-P --- Statistical data is received from the Assessment Oversight Committee and is used to assess the effectiveness of the general education courses offered by the department; information will be forwarded to departmental committees to be used in ongoing curriculum reviews and revisions
• Graduating senior exit survey --- Each semester --- To receive feedback on our program, teaching effectiveness, and course content --- Information is summarized and used to identify and address strengths and weaknesses in our program

• Alumni survey --- Every 3 years --- To determine if our program and our course sequences are meeting our graduate's needs --- Information is summarized and used to identify and address strengths and weaknesses in our program

• (Locally-developed) Assessment of Basic Math Skills --- Every 2 years --- To assess the mathematical competency of rising juniors at UW-P --- Information is summarized and reviewed; used to assess the effectiveness of the general education courses offered by the department; this information will be forwarded to departmental committees carrying out curriculum reviews and revisions

• Client department survey --- Every 5 years --- To determine if the courses we offer that are taken by students in other majors and programs on campus are adequately meeting their mathematical needs --- Syllabi are examined in light of the lists of topics provided by client departments, and are adjusted as needed to meet the needs of those departments

Multi-Cultural Services

• G.P.A. of minority students --- Annually --- To insure that students are on track to graduate --- This helps to improve retention rates of minority students at UWP

• Yield rate of minority students that apply and are accepted --- Annually --- To see how we have to improve our recruiting

Political Science/Sociology

• Graduating Senior survey --- Annually --- To generate information to assist in further improvements --- The information is used for self-improvement and course modification

• Writing Proficiency Examination (all majors are requires to submit a paper in scholarly form) --- During the major's senior year --- To assist the majors in becoming proficient in writing and to monitor their level of accomplishment --- The volume of writing is adjusted to increase the proficiency if needed

Psychology

• Junior Writing Examination --- Yearly --- To meet a graduation requirement, Psychology majors take the Junior Writing Examination; students must write an essay on a psychology topic of their choice --- We want UWP psychology graduates to be able to write with clarity and precision; the requirement stresses the importance of writing in our discipline, assists with the professional preparation of students (who will need to write well in their future job or graduate school careers), and enables us to assess whether the writing components of our courses are affording psychology majors sufficient opportunities to improve their written communication
• Graduating Senior survey --- End of fall and spring term --- To provide a record of graduate school and job plans of graduates and to provide data regarding students' perceptions of a variety of facets of the program (e.g., Cooperative Field Experience, quality of teaching, quality of research experience, quality of career information provided); respondents also rate the program in terms of their own personal growth in the program --- This data enables us to examine specific strengths and weaknesses students perceive within the program; it also affords students an opportunity to make suggestions; it is also useful in making objective comparisons, enabling us to compare our students' performance with national norms and our graduates' relative competitiveness in the national graduate school applicant pool
• Focus groups --- Once per semester, occasionally in summer --- To respond to varying needs, questions are formulated by the department, based on current needs and issue --- Department members each receive a copy of the findings; the findings are discussed at a department meeting, and changes in the program are considered; for instance, our advising practices have been influenced by students' responses regarding which courses should be taken with or before others
• Survey of Cooperative Field Experience students --- End of fall, spring, and summer terms --- To determine students' satisfaction with the internship experience, faculty supervisors, and site supervisors --- When students mentioned that they had difficulty accessing information, we created a bulletin board and CFE web pages; we have also edited the CFE handouts to make procedures more clear
• Alumni survey --- Every few years (most recently 1999) --- To gather information regarding recent alumni-employment, job duties, salary, graduate school/program attended --- The Alumni Survey enables us to provide accurate advising information regarding career and graduate school prospects of students; it also aids us in developing curriculum that will prepare our majors for subsequent job and educational experiences
• Phonathon --- Occasionally (last time was fall 1997) --- To gather information regarding recent alumni-employment, job duties, salary, graduate school/program attended --- The phonathon reaches people who have not responded to the Alumni Survey, to provide accurate advising information regarding career and graduate school prospects; the phonathon has led to curricular changes - we created the Human Service emphasis in response to comments that graduates were entering directly into counseling positions and did not feel equipped to handle them; we also asked specific questions in interviews regarding preference among various counseling approaches in order to target our coverage of these approaches

Speech

• Video taping of student's speeches --- Second week of semester, then three more times that semester --- To establish a benchmark for each student and then instruct and coach them in the art of improving their skills in writing and delivering a speech --- Assessment of student improvement (or lack of) is an indication of what adjustments need to be made in course content
Students with Disabilities, Services for

- Questionnaire --- Annual --- To measure the effectiveness of services offered --- Comments on ways to improve services or services rated low are re-evaluated

Student Health Services

- Student Health Services user survey --- Yearly --- To judge the student's satisfaction with the services they receive at the SHS --- Students are given a chance to offer suggestions for improvement or request services they would like to see added
- Faculty survey --- First done Spring 2002 --- To find out what faculty know about the SHS --- Faculty are asked if they know about what services are available to students, how of they refer students, areas that they felt need improvement, etc.

Student Housing

- ACUHO-I/EBI Resident Assistant survey --- Fall semester --- To provide us with longitudinal data about our resident assistants perceptions of our department, and with comparative information with other institutions --- The department reviews performance each year to find trends of improvement needed for the spring and long range plans in the area of student staff members
- ACUHO-I/EBI Resident survey --- Fall semester --- To provide us with longitudinal data about our department, and with comparative information with other institutions --- The department reviews performance levels each year to find trends of improvement for the spring semester and long range plans; the results of this survey are available late January/early February
- Staff evaluation by Resident --- Fall and Spring semesters --- To evaluate the effectiveness of our resident assistants' performance by individual residents on the wings --- This is used in the overall evaluation process of staff members as well as to offer suggestions as to what areas RAs need to improve upon

Student Support Services

- Nelson Denny Reading Test --- Reading Workshop pre- and post-test each semester --- To assess reading level --- Feedback indicates success of workshop and how it could be improved
- McGraw-Hill Basic Skills System --- Pre- and post-test for tutoring in selected 1000 level courses --- To assess reading level --- Feedback indicates success of tutoring and how it could be improved
- Student evaluation of program services --- End of each semester --- To assess student satisfaction with program services --- Feedback indicates strengths and weaknesses of services; improvements can be made
- Tutor evaluation of program procedures --- End of each semester --- To assess tutor's attitudes and satisfaction regarding their job responsibilities --- Feedback used for evaluation and modification of office procedures
- PSCP Basic Math Skills Diagnostic --- Computational Skills Workshop pre- and post-test each semester --- To assist in self-assessment of computational skills --- Feedback indicates success of workshop and how it could be improved

Teacher Placement

- Survey of 1st year teachers --- Every April --- To assess needs, changes, strengths, and weaknesses of our Teacher Education program --- The results of the surveys are sent to each department chair to review; in-services have been developed as a result of weaknesses (Discipline, Children-at-Risk, Whole Language)
- Annual Report --- Every October --- To compile statistics on all graduates in Teacher Education and Counselor Education programs --- Higher standards for entrance into Teacher Education is in place due to the over-supply of elementary teachers
- 3 Year and 5 Year Program --- Every March --- To compile statistics on all 3 and 5-year graduates in Teacher Education --- This survey will be used again to assess the strengths and weaknesses of our program

Women in Engineering

- Women in Engineering Career Days and Summer Institute --- After each program --- To evaluate program effectiveness --- Use suggestions to create a better event
- Women in Engineering Mentor Program --- Each year --- To evaluate program effectiveness --- Use suggestions to create a better event
- Enrollment of female student in EMS --- Each semester --- To evaluate program effectiveness --- To measure the number of women in EMS
- Yield rates of program participants --- Each year --- To evaluate the number of students who come to UWP after attending one of our programs --- To evaluate methods of recruiting students after attending one of our programs
- Graduation and retention rates of female students in EMS --- Each semester --- To evaluate retention rates of students --- Determine how many students stay in EMS and if program efforts are effective
- Placement and salaries of female Engineering graduates --- Each year --- To evaluate job placement and salaries of graduates --- Determine if placement rates and salaries of females are comparative to males
- Placement of female co-op students --- Each year --- To evaluate co-op placement of students --- Determine where and who female students are co-oping
- Women in EMS Advisory Board --- Each semester --- To provide program direction and to connect with industrial partners --- Discuss and implement suggestions to improve program